Office of Academic Assessment

FRS 180 Course Assessment: Fall 2008 Semester

Spring 2009
Introduction

This report is a compilation of the course assessment data from the FRS 180 course (13 sections) offered in the fall 2008 semester. The course assessment included examining the FRS course grades, the semester grade point average, and the student feedback from an end-of-course assessment survey. The data collected was conducted for the sole purpose of examining ways to improve the FRS 180 course.

FRS 180 Course Sections: Fall 2008 Semester

<table>
<thead>
<tr>
<th>Course Section</th>
<th>Total # in the Courses</th>
<th>Total # Completed Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 13 Sections</td>
<td>306</td>
<td>252 (82%)</td>
</tr>
</tbody>
</table>

Overall Profile of the Fall 2008- FRS 180 Students (N=306)

<table>
<thead>
<tr>
<th>Demographic Profile</th>
<th>N   (%)</th>
<th>Course Grade Profile</th>
<th>SEM GPA (average)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A-C</td>
<td>D-F</td>
</tr>
<tr>
<td>Class Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>292    (95%)</td>
<td>222</td>
<td>55</td>
</tr>
<tr>
<td>Sophomores</td>
<td>9      (3%)</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Juniors</td>
<td>5      (2%)</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO students</td>
<td>205    (67%)</td>
<td>146</td>
<td>46</td>
</tr>
<tr>
<td>UND students</td>
<td>78     (25%)</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>ASET students</td>
<td>1      (.5%)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>BUS students</td>
<td>1      (.5%)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>CAS students</td>
<td>19     (6%)</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Non-degree</td>
<td>2      (1%)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Overall Profile</td>
<td>306</td>
<td>234</td>
<td>56</td>
</tr>
</tbody>
</table>

(76% (18%) (5%)
## Overall FRS 180 Courses: Questionnaire Responses in Percentages (N=252)

### Did This Course Include:

<table>
<thead>
<tr>
<th>Item</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Mostly</th>
<th>Always</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A Variety of Teaching Methods</td>
<td>2%</td>
<td>21%</td>
<td>48%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>2 Meaningful Class Discussions</td>
<td>6%</td>
<td>19%</td>
<td>44%</td>
<td>32%</td>
<td>0%</td>
</tr>
<tr>
<td>3 Meaningful Homework</td>
<td>9%</td>
<td>25%</td>
<td>43%</td>
<td>23%</td>
<td>1%</td>
</tr>
<tr>
<td>4 Interesting Subject Matter</td>
<td>10%</td>
<td>29%</td>
<td>44%</td>
<td>17%</td>
<td>1%</td>
</tr>
<tr>
<td>5 Meaningful Assignments</td>
<td>6%</td>
<td>23%</td>
<td>48%</td>
<td>22%</td>
<td>1%</td>
</tr>
<tr>
<td>6 Productive Use of Class Time</td>
<td>2%</td>
<td>13%</td>
<td>45%</td>
<td>39%</td>
<td>0%</td>
</tr>
<tr>
<td>7 Encouragement to Speak in Class</td>
<td>2%</td>
<td>11%</td>
<td>38%</td>
<td>47%</td>
<td>1%</td>
</tr>
<tr>
<td>8 Encouragement to Work Together</td>
<td>2%</td>
<td>13%</td>
<td>42%</td>
<td>42%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Taking this Class improved my:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Not-at-all</th>
<th>Little</th>
<th>Some</th>
<th>Signif.</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reading Skills</td>
<td>20%</td>
<td>29%</td>
<td>40%</td>
<td>44%</td>
<td>0%</td>
</tr>
<tr>
<td>2 Writing Skills</td>
<td>13%</td>
<td>27%</td>
<td>46%</td>
<td>13%</td>
<td>1%</td>
</tr>
<tr>
<td>3 Learning Skills</td>
<td>3%</td>
<td>12%</td>
<td>41%</td>
<td>44%</td>
<td>0%</td>
</tr>
<tr>
<td>4 Listening/Note-taking Skills</td>
<td>6%</td>
<td>12%</td>
<td>40%</td>
<td>40%</td>
<td>1%</td>
</tr>
<tr>
<td>5 Self-Monitoring Skills</td>
<td>5%</td>
<td>10%</td>
<td>41%</td>
<td>44%</td>
<td>0%</td>
</tr>
<tr>
<td>6 Self-Efficacy Skills</td>
<td>5%</td>
<td>13%</td>
<td>46%</td>
<td>34%</td>
<td>1%</td>
</tr>
<tr>
<td>7 Time Management Skills</td>
<td>6%</td>
<td>8%</td>
<td>43%</td>
<td>43%</td>
<td>0%</td>
</tr>
<tr>
<td>8 Academic Anxiety Motivation</td>
<td>7%</td>
<td>19%</td>
<td>43%</td>
<td>32%</td>
<td>0%</td>
</tr>
<tr>
<td>To What Extent:</td>
<td>Not-At-All</td>
<td>Little</td>
<td>Somewhat</td>
<td>Significantly</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
<td>----------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>1 Did This Course Cover Topics Which are Important to You</td>
<td>8%</td>
<td>21%</td>
<td>49%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>2 Did This Course Contribute to Your Ability to Succeed Academically</td>
<td>3%</td>
<td>16%</td>
<td>45%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>3 Did the Course Syllabus Give You a Realistic View of the Course Expectations?</td>
<td>2%</td>
<td>6%</td>
<td>34%</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>4 Did This Course Meet Your Expectations?</td>
<td>3%</td>
<td>16%</td>
<td>43%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Did You Feel That the ASM Weekly reports/Learning Logs for Self-Monitoring were Worthwhile?</td>
<td>13%</td>
<td>24%</td>
<td>38%</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>5 Did You Feel That the Class Activities were Useful to Your Learning/Development?</td>
<td>4%</td>
<td>19%</td>
<td>54%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>6 Did The Course Provide an Opportunity For You to Interact With the Instructor?</td>
<td>3%</td>
<td>14%</td>
<td>45%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Did You Feel That the Class Exams and Paper Assignments were Appropriate/Worthwhile?</td>
<td>6%</td>
<td>12%</td>
<td>49%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>9 Did you Feel that Your Instructor Graded You Fairly in Your Class Assignments?</td>
<td>3%</td>
<td>6%</td>
<td>33%</td>
<td>58%</td>
<td></td>
</tr>
</tbody>
</table>
Summary of Open-ended Responses (All FRS 180 Students, N=252)

*The number of students who had similar responses are indicated in the parenthesis().

1. What was the most important element of this course that promoted your learning?
   - Motivation (62)
   - Time management (60)
   - Learning strategies/tips, different approaches to learning (55)
   - Weekly logs (42)
   - Self-monitoring/reflection skills (33)
   - About setting goals and identifying your own problems and fixing them (30)
   - Procrastination (30)
   - Note-taking skills (26)
   - Organizational skills (14)
   - Test-taking skills/Test anxiety (23)
   - Self-improvement (15)
   - Class environment/class discussions (12)
   - Managing stress (10)
   - Being an independent and responsible learner (8)
   - Reading and understanding college texts, and the course text (6)
   - Learning to study/avoiding distractions (4)
   - Importance of sleep, REM, and the brain (4)
   - Research papers (4)
   - All of the homework assignments (2)
   - Memory unit (2)
   - Understanding the college lifestyle (2)
   - Library sessions were the most important
   - Not sure, didn’t pay attention

2. What aspects, if any, of the course environment hindered your learning?
   - Nothing (85)
   - The weekly logs (32)
   - Too much lecture (19)
   - The subject matter was really boring, although instructor was nice (9)
   - The actual class, too much repeated (7)
   - Certain topics not interesting, should not be mandatory (6)
   - Class discussions out of control/disruptive students (3)
   - Pointed out my weaknesses, raised my anxiety
   - Library sessions
   - Not using a computer during class
   - The temperature in the room was cold or hot, not comfortable
3. What are some of your suggestions for improving the course?

- Nothing (35)
- Make it fun and interesting, more lively (28)
- More interactive, engaging, small group work (26)
- More hands-on activities (18)
- Change grading system of logs, journals (6)
- More in-depth homework, make it more challenging (2)
- Exams not reflective of information in class (2)
- Topics can be a little dry, make it more realistic (2)
- Move more quickly thru the material, too much repetition (2)
- Too much group work
- Course is fine as is
- Not using only PowerPoint
- Get rid of the logs
- The course could be set up like a series of workshops, instead of a whole class
- Class would be better just once a week
- Eliminate the science section
- Practicing some skills during the class time

4. What did your instructor do especially well to help you learn?

- Using a variety of teaching methods; visuals, lectures, hands-on, etc. (48)
- Good examples, good presentations (38)
- Lectures were interesting, and repetitive to help us learn material (37)
- Taking personal time for the students, answered emails (33)
- Reviewed chapters and coursework with students, explained things clearly (32)
- Hands-on work, kept us engaged thru class projects, group work (30)
- Encouraged us to ask questions, lots of feedback, made us feel comfortable (26)
- The slideshows/power-points were helpful (24)
- Gave us learning and organizational strategies (22)
- A lot of writing, weekly logs (19)
- Teaching us learning styles, and time management (16)
- Used visuals in every day class (12)
- Encouraged more growth and self-motivation (8)
- Making me think more about situations, applying the material (5)
- Reviewing the syllabus frequently (5)
- Instructor understanding, willing to help, patient (5)
- Reading-based work was helpful, and Blackboard
5. What could your instructor do differently that would have better enhanced your learning experiences in the course?

- Nothing (155)
- Make it more fun (44)
- More interaction in class, involve students (23)
- Make lectures more interesting, be more enthusiastic about material (18)
- Be more clear when giving instructions (6)
- One-on-one contact (2)
- More hands-on activities (2)
- Move thru the material a little slower, since it was all important (2)
- Use internet/computer, movies, go outside (3)
- Less reading, more hand-outs

6. How has this course helped you become a more effective learner in your other courses?

- Reviewing different learning strategies (58)
- I learned better note-taking skills (48)
- I learned to monitor my study habits, make better study plans (44)
- Learned more about “learning” (38)
- I learned to manage time and stress better (35)
- I learned about my strengths and weaknesses (23)
- I don’t procrastinate any more, more motivated to learn (22)
- I learned to be aware of my own self-management issues (12)
- I learned to apply the skills, understand textbooks (6)
- It emphasized points that will help me succeed (6)
- It hasn’t (6)

7. Would you recommend this course to other students? Why or why not?

- No, because it’s boring, and not very interesting, waste of time, pointless (35)
- No, it is expensive to take a class that doesn’t count toward your degree, no credit (18)
- Yes, a good course for freshman (84)
- Yes, especially for those who need help studying (35)
- Yes, mostly for those who need to adjust or cope to college life (30)
- Yes, students need time management (22)
- Yes, it helps you to survive thru classes, know what to expect in college (17)
- Yes, it helps you understand yourself and the kind of student you are (5)
- Yes, the course helps eliminate some of your stress about college (3)
- Yes, it is about self-improvement around your academics (3)
8. Additional comments

- A good experience, very informative, helpful course (32)
- Good instructor, patient, respectful of students (30)
- I think the class was useless and all the work also, I didn’t learn anything new (21)
- A good transition to college (15)
- A lot of the course is basically common sense (5)
- Met some awesome friends (3)
- Learned some of the topics in other introductory classes
- Instructor appeared to care about student success
- The text is not necessary for this course, just the hand-outs are fine
- Grading system was fair
- A fun course, a lot of things we should know, but we forget about
- Some negative aspects about the course, but overall it was helpful
- There are lots of benefits to taking this course
- Instructor was a little strict, but friendly
- Instructor answered emails and was available to talk to students after class
- I have heard bad things about the FRS 180 course from other GO students, but my class was good, and I benefited from taking it